



Abbreviated Application for ECHS Designation

**ECHS Academy: PSJA Southwest Early College High School
(Previously Designated)**

2017-2018

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Part 1: Provisions and Assurances

The following benchmarks are the minimum required components that must be demonstrated through this application in order to be designated as an Early College High School. Please check the box by each requirement to indicate that the ECHS understands and will comply with the requirement. Application information that contradicts these assurances, or evaluation information that indicates that the required provisions are not being met, could result in a campus being denied designation.

1.1 Target Population:

The Early College High School shall serve, or include plans to scale up to serve, students in grades 9 through 12 and shall target and enroll students who are at risk of dropping out of school as defined by the Public Education Information Management System (PEIMS) and who might not otherwise go to college.

1. The ECHS recruitment and enrollment processes and requirements shall not exclude or discourage the enrollment of any of the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency or who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, or minimum grade point average (GPA).
2. The ECHS shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g. first generation college goers, students of low socioeconomic status, African American students, and Hispanic students).
3. The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.
 - a. The ECHS shall make available to TEA their annual recruitment and enrollment policies and data.
 - b. Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders; target appropriate student populations; and include regular activities to educate students, counselors, principals, parents, and school board and community members.

1.2 Partnership Agreement:

The ECHS must have a current, signed MOU that:

1. defines the partnership between the school district(s) and the IHE(s) and addresses topics including, but not limited to, the ECHS location; the allocation of costs for tuition, fees, textbooks; and student transportation,
2. states that the school district or charter in which the student is enrolled shall pay for tuition (for all dual credit courses, including retakes), fees (including TSI administration fees), and required textbooks to the extent those charges are not waived by the partner IHE;
3. defines an active partnership between the school district or charter and the IHE, which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
4. includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.

1.3 P-16 Leadership Initiatives:

The school district and institute of higher education (IHE) partners shall develop and maintain a leadership team that meets regularly to address issues of design and sustainability. Membership should include the Early College High School principal/director and individuals with decision-making authority from the district(s) and IHE(s).

1. The ECHS shall establish a leadership team that includes high-level personnel with decision-making authority who meet regularly and report to each organization. Regularly scheduled meetings must address the following topics:
 - Identifying the members and the role each member will play in the design, governance, operations, accountability, curriculum development, professional development, outreach, sustainability, and continuous monitoring and improvement of the ECHS
 - Reviewing the MOU for necessary revisions
 - Sharing responsibility (between the school district and the IHE) for developing annual reports to district and IHE boards that provide data, highlight successes, and outline plan for improvement
2. Meeting minutes and agendas shall be publicly available.

1.4 Curriculum and Support:

The Early College High School (ECHS) shall provide a rigorous course of study that enables a participating student to receive a high school diploma and an associate's degree or at least 60 credit hours toward a baccalaureate degree during grades 9-12. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
2. The ECHS shall monitor student progress and report the number of hours completed per student, disaggregated by student groups.
3. The ECHS shall provide students with academic, social, and emotional support in their course of study.

1.5 Academic Rigor and Readiness:

The Early College High School shall administer a Texas Success Initiative (TSI) college placement exam (as defined by TAC §4.53) to all accepted students to assess college readiness, design individual instructional plans, and enable students to begin college courses based on their performance.

1. The ECHS shall provide a course of study that enables participating students to complete high school graduation requirements and either an associate's degree or at least 60 semester credit hours toward a baccalaureate degree. An academic plan must be in place showing how students will progress toward this goal. The academic plan must provide pathways to a baccalaureate degree (core curriculum) and must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual. The ECHS is required to support students in their course of study.
 - The ECHS shall implement a plan for TSI success, including academic preparation classes for accepted students, academic interventions for students who do not pass TSI, and assessments fee waivers for all administrations of the TSI test.
 - The ECHS shall report to TEA the dates the TSI is administered.
 - The ECH shall report to TEA the number of students who have currently passed each section of the TSI assessment, including a breakdown of TSI testing data for subpopulations of targeted students.

1.6 School Design:

The ECHS must provide a full-day program (i.e., full day as defined in PEIMS) at an autonomous high school (i.e., a high school with a principal or program coordinator assigned 100 percent to ECHS responsibilities who has scheduling, hiring, and budget authority), an IHE liaison with decision-making authority, and a highly qualified staff with support and training.

1. The ECHS location shall be:
 - on a college or university campus, or
 - in a stand-alone high school campus or in a smaller learning community within a larger high school.
 - ECHS campuses not located on a college or university campus must provide students with regular use (at least six times per school year) of college academic facilities.
 - ECHS campuses located in a smaller learning community within a larger high school must disaggregate required ECHS student data.
2. ECHS required staffing include:
 - a principal, or program director who has scheduling, hiring, and budget autonomy;
 - an IHE liaison with decision-making authority who interacts directly and frequently with ECHS staff and administrators;
 - highly qualified ECHS teachers who within four years will be reporting only to the ECHS principal/director and teaching only ECHS students in all core courses.
3. The ECHS students shall be enrolled in ECHS-only sections for core classes.
4. ECHS shall implement an annual professional development plan based on needs assessment of student data.

Part 2: Contact Information

2.1 ECHS Academy

ECHS Academy Name:

PSJA Southwest Early College High School

County District Campus Number:

108909007

County District Campus Number 2:

County District Campus Number 3:

This CDC number:

Belongs to only the ECHS

What is the 2016-2017 ECHS designation status of your campus?:

Provisional: Operating under the 3 year provisionally designated status.

Mailing Address - Line 1:

300 E. Blanco Rd.

Mailing Address - Line 2:

City:

Pharr

State:

Tx

Zip Code:

78577

2.2 School District

School District Name

Pharr SanJuan Alamo ISD

Mailing Address - Line 1:

601 E. Kelly

Mailing Address - Line 2:

Mailing City:

Pharr

State:

Tx

Mailing Zip Code:

78577

2.2.a School District 2

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.2.b School District 3

School District Name:

Mailing Address - Line 1:

Mailing City:

Mailing Address - Line 2:

State:

Tx

Mailing Zip Code:

2.3 Primary Institution of Higher Education (IHE) Partner

| | | |
|---|----------------------------------|--|
| Partner Name: South Texas College | | How many ECHS does this IHE partner with? 30 |
| Mailing Address - Line 1: 3201 W. Pecan | Mailing Address - Line 2: | |
| Mailing City: McAllen | State: Tx | Mailing Zip Code: 78501 |

2.3.a Secondary Institution of Higher Education (IHE) Partner

| | | |
|----------------------------------|----------------------------------|--|
| Partner Name: | | How many ECHS does this IHE partner with? |
| Mailing Address - Line 1: | Mailing Address - Line 2: | |
| Mailing City: | State: Tx | Mailing Zip Code: |

2.3.b Additional Institution of Higher Education (IHE) Partner

| | | |
|----------------------------------|----------------------------------|--|
| Partner Name: | | How many ECHS does this IHE partner with? |
| Mailing Address - Line 1: | Mailing Address - Line 2: | |
| Mailing City: | State: Tx | Mailing Zip Code: |

2.4 Education Service Center Region

Education Service Center Region: 01

2.5 Person Completing this Application

| | |
|---|--|
| Title: Early College Director | |
| First Name: Virginia | Last Name: Saenz |
| Phone: 956 354-2480 | Email: virginia.saenz@psjaisd.us |

Part 2.a: School District Contact Information

2.6 ECHS Principal/Director

Title:

Early College Director

First Name:

Virginia

Phone:

956 354-2480

Last Name:

Saenz

Email:

virginia.saenz@psjaisd.us

2.7 Superintendent (District 1)

Title:

Superintendent

First Name:

Daniel P.

Phone:

956 354-2000

Last Name:

King

Email:

drking@psjaisd.us

2.7.a Superintendent (District 2)

Title:

First Name:

Phone:

Last Name:

Email:

2.7.b Superintendent (District 3)

Title:

First Name:

Phone:

Last Name:

Email:

Part 2.b: Institution of Higher Education Contact Information

2.8 Institution of Higher Education Liaison

Title:

Director of Early College High
Schools

First Name:

Sofia

Last Name:

Pena

Phone Number:

956 872-2303

Email:

sofia21@southtexascollege.edu

2.8.a Institution of Higher Education Liaison (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.8.b Institution of Higher Education Liaison (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9 Authorized Institution of Higher Education Official

Title:

President

First Name:

Shirley

Last Name:

Reed

Phone Number:

956 872-8366

Email:

yolandao@southtexascollege.edu

2.9.a Authorized Institution of Higher Education Official (complete when there are two IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

2.9.b Authorized Institution of Higher Education Official (complete when there are three IHE partners)

Title:

First Name:

Last Name:

Phone Number:

Email:

Part 3: Benchmarks

Benchmark 1 - Target Population

ECHS Projected Enrollment: Show how the school has scaled up or will scale up by filling out the table below to indicate projected enrollment growth by year and grade level. If a grade level is not served, put 0 (zero).

| Grades of students to be served | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Total Enrollment |
|---------------------------------|-----|-----|-----|-----|------|------|------|------------------|
| 2016-2017 enrollment | 0 | 0 | 0 | 476 | 461 | 423 | 453 | 1813 |
| 2017-2018 projected enrollment | 0 | 0 | 0 | 470 | 476 | 461 | 423 | 1830 |

Instructions:

- In the “Percent of High School Students in District” column, use PEIMS data to indicate the percent of students for each demographic category currently enrolled in the district or charter school.
- If the ECHS is not currently in operation, complete the district column and place a zero in each row in the ECHS column. This information will be submitted by provisional designation finalists to TEA in the spring.

| Demographics | Percent of High School Students in District (from PEIMS) | Percent of High School Students in District (if multi-district) (from PEIMS) | Percent of High School Students in District (if multi-district) (from PEIMS) | Percent of All Students Enrolled in ECHS |
|--------------------------------|--|--|--|--|
| Economically Disadvantaged | 88.24 | 0 | 0 | 96 |
| At-Risk | 60.38 | 0 | 0 | 64 |
| LEP | 26.74 | 0 | 0 | 41 |
| White | .01 | 0 | 0 | 1 |
| Hispanic or Latino | 99.19 | 0 | 0 | 99 |
| Black or African-American | .0009 | 0 | 0 | .0009 |
| First Generation College-Goers | N/A | N/A | N/A | N/A |
| Other | .0002 | 0 | 0 | 0 |

Please indicate the subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses that your ECHS has identified to recruit and enroll.

| | |
|---|--|
| <p style="text-align: center;">First generation college-goer</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;">Hispanic or Latino</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;">Black or African-American</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;">Economically Disadvantaged</p> | <p style="text-align: center;"><input checked="" type="checkbox"/></p> |
| <p style="text-align: center;">Other:</p> | |

Please describe the recruitment and enrollment processes and requirements used by the ECHS. Please address how these processes and requirements facilitate the recruitment and enrollment of students who are at risk (as defined by PEIMS) or who are in the identified under-represented subpopulations.

Pharr-SanJuan-Alamo Southwest Early College High School (ECHS) remains committed to improving student achievement and attainment for at-risk and underrepresented youth. Currently, PSJA Southwest Early College High School develops informational brochures, pamphlets, videos, posters, and marketing documents on "College for All." The marketing and communication documents are available both in English and Spanish. This is to assure that all families, community members, school board members, higher education personnel and other key stakeholders have the information they need to make sound decisions and support and promote this innovative educational concept.

Recruitment visits to our 8th grade feeder middle schools are conducted in late Fall by the ECHS Director, ECHS counselors, and ECHS student ambassadors. During these scheduled visits, which are modeled around a Pep-Rally idea, PSJA Southwest ECHS key personnel provide 8th grade students with the following: literature about the ECHS program, seminars for students and parents on the ECHS model, career- pathway guidance and counseling, club-organization affiliation, and a first-hand look at the experiences that student ambassadors are encountering as ECHS students. PSJA Southwest Early College High School accepts and designates all entering ninth graders as ECHS students.

In collaboration with PSJA ISD Parental Engagement Program, PSJA Southwest incorporates the parent component by encouraging parent attendance at a "Welcome to PSJA Southwest ECHS" meeting in May, and scheduled parent meetings throughout the year. Early College High School students participate in the PSJA Southwest Early College High School orientation, designed to provide them with information related to academic summer bridge programs, Texas Success Initiative (TSI), early advising on associate degree plans, the sequence of courses, ECHS timeline, grade point average information, and academic student support services that will be available to them. PSJA Southwest ECHS will continue to use these as enrollment strategies to ensure that the targeted student population meets or exceeds the district's proportional demographic representation, defined by the Public Education Information Management System (PEIMS), in the areas of at-risk, economically disadvantaged, Limited English Proficient (LEP), and students that are historically underrepresented in college courses. PSJA Southwest ECHS is a school wide model that leverages on best practices for recruitment and enrollment processes by continuously educating students, families, and the community.

Please describe the how the recruitment and enrollment processes and requirements were developed and how they are analyzed, reviewed, and refined.

Pharr San-Juan Alamo Southwest Early College High School is a comprehensive school wide Early College High School. All incoming freshmen who enroll at PSJA Southwest Early College High School automatically are designated as early college high school students. This same model will continue for the 2017-2018 academic school year. Due to the school wide Early College High School model, applications for students to apply to an Early College High School are not necessary. Instead, there is an emphasis on recruitment to bring awareness to the parents and the students for when their children become PSJA Southwest Early College High School students at the 9th grade level. PSJA ISD supports PSJA Southwest Early College High School recruitment and enrollment processes through an established ECHS Leadership Committee. It is comprised of the district College Readiness Department, ECHS Principals/Directors, and district/IHE administration that collaborate on a monthly basis, evaluating best practices utilized for the recruitment and enrollment processes based on the Early College High School TEA Blueprint. Both quantitative and qualitative data are applied to assess the continuous improvement. Written policies will be developed or revised and submitted for approval by both the Superintendent and the District's School Board. The ECHS Leadership Committee reviews the recommendations of members of the ECHS faculty, staff, and community members on a regular basis in order to promote ongoing reviewing and refinement.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

PSJA Southwest Early College High School has established best practices in relation to the recruitment and enrollment processes of ECHS students and is focused on maintaining exemplar recognition. PSJA Southwest Early College High School provides each student an equal opportunity, designating all students from the middle school feeder patterns, as well as any other student who wishes to attend regardless of background or academic performance. PSJA Southwest Early College High School will continue to leverage support from the district's Public Relations, Parental Engagement, College Readiness and Student Data Departments to maintain forward momentum of the PSJA ISD Vision of "College for All."

Benchmark 4: Curriculum and Support

Benchmark 4: Course Crosswalk

[View Uploaded Document](#)

Please indicate the endorsements that will be offered to students.

Students at PSJA Southwest Early College High School have access to all five endorsements as outlined by TEA:

STEM

Business & Industry

Public Service

Arts and Humanities

Multidisciplinary Studies

All of the endorsements are introduced and explained in their entirety by the PSJA Southwest Early College High School Counselors/Advisors.

Please indicate the associate's degrees that will be offered to students.

The Associate's Degrees offered are as follows:

Biology

Criminal Justice

Mathematics

Physics

Spanish

Computer Science

Nursing

Interdisciplinary Studies

Engineering

Psychology

Chemistry

Please indicate the Level I and Level II certificates that will be offered to students.

Level I Certificates:

Medical Office Specialist (MOS)

Automotive Technology

Structural Welding

Marketing

Multimedia Specialist

Computer Application Specialist

Advanced Manufacturing Technology

Computer Internet Specialist

Health Electronic Records Specialist

Recruiter Assistant

Payroll Assistant

Electrician Assistant Technology

Business Management

Please indicate how the ECHS will monitor student progress and use student data to support success.

The PSJA Southwest ECHS Director and counselors collaboratively work with students, parents, teachers, and South Texas College faculty to closely monitor student's academic progress. PSJA Southwest ECHS utilizes data such as assessment reports, sub group performance, attendance, college admissions exams and the PSJA ISD District Data Dashboards to monitor student progress at PSJA Southwest ECHS. PSJA Southwest ECHS uses this relevant data to design students' individual instructional plans to ensure that high skill and rigorous college preparation is available for continuous participation to improve academic performance. The instructional plan is reviewed and revised and kept as a working document to continue addressing and personalizing the needs of individual students. Differentiated instruction and collaboration amongst the ECHS learning community is used as a method of intervention, where instruction is research based and the strategies are used to meet the needs of all learners to increase classroom rigor. Furthermore, ECHS teachers meet weekly during Collaborative Learning Communities (CLC) to discuss ECHS student progress and address particular support structures that are meeting the needs of all students in the ECHS. CLC teams create intervention plans that include lesson enrichment, one to one instruction, language support (for LEP students), and evaluate formative and summative assessment data. This deep understanding of the assessment data also informs teachers of students' academic weaknesses and strengths, where in turn our teachers plan accordingly with interventions, remedial activities and developing opportunities for students to discuss, examine, challenge, and look at their learning from different perspectives. This approach to job embedded professional development gives all staff members a greater stake in school improvement, promotes collaboration to share ideas, and enhances teacher effectiveness. In monitoring student progress, we also see the value of engaging our parents in order for them to recognize the important role they play in assisting our ECHS with the instructional and graduation plans for their child. PSJA Southwest ECHS holds regularly scheduled parent meetings where data-assessment scores, attendance, classroom grades, and college information is shared. Ultimately, our parent engagement ensures decision-making is focused on the goals and resources essential for continuous development of each student at PSJA Southwest ECHS. Our PSJA Southwest ECHS college advising counselors also play an important role in supporting and monitoring student data to make quick decisions and act on any interventions their designated students might need. Counselors periodically verify, through the IHE online portal and HS/college transcripts, the students' progress to ensure all requirements are being met. Additionally, PSJA Southwest ECHS has a College Transition Specialist who serves as a unique method of assisting ECHS teachers, ECHS Directors, and ECHS counselors to collect student data for monitoring purposes and academic interventions. The College Transition Specialist is utilized as communication vehicle that assists our students in removing any barrier that they may encounter. All support personnel maintains flexible office hours that allow them to remain visible at all times in order to best meet student needs and unique schedules.

Please indicate how the ECHS will provide academic support to the students by personalizing the learning environment.

The PSJA Southwest Early College High School continues to focus on creating and maintaining an environment that provides a rigorous course of study that enables students to receive a high school diploma and an associate degree or at least 60 college credit hours towards a baccalaureate degree. To ensure a smooth transition to high school, all 8th grade students are provided with a College Success/TSI Course that assists them with college readiness skills such as: time management, test taking, team building, and leadership. These proven practices reinforce both the necessary academic and social/emotional supports needed in the transition to college.

Moreover, PSJA Southwest ECHS incoming 9th grade students are part of the yearly ECHS Summer Bridge Program. The program is designed to meet the needs of each cohort and more importantly emphasize the importance of academics. This program connects students to a network of supportive peers, new social environments, and the adjustment process for students entering the ECHS. Connecting students to an environment where academic support is readily available not only personalizes the learning environment, but also increases college retention.

To ensure all students are being provided academic support throughout their courses, we have developed our master schedule to allow for teachers of the same content to have a common planning period, so that they can collaborate. It has always been a priority that administrators work closely with their assigned content team to best ensure quality and engaging lessons are being presented to optimize the learning environment. The common planning period allows teachers to share ideas and hold each other accountable for addressing individual students' needs by having open discussions where they can reflect and learn from one another. It is during this common planning period that teachers review and select the most appropriate strategy to promote success for all students within the content. At PSJA ISD, we use the Common Instructional Framework (CIF) strategies to encourage all types of learners.

Tutoring is also available for high school courses, college courses, and TSI before school, after school, and Saturday mornings for students focused on improving their academic success. ECHS staff communicates the tutoring availability days and times using our messaging systems, daily announcements, website posting, and posters throughout the campus. For students that are Limited English Proficient (LEP) and/or Special Education students, individual academic accommodations are implemented and monitored by the teacher of record and an assigned Special Education monitoring teacher.

PSJA Southwest ECHS, in partnership with South Texas College, has created an on-site Center for Learning Excellence (CLE) that provides comprehensive academic support services for students in dual credit courses. In addition to CLE trained tutors, who work for South Texas College, our campus academic scholars are also trained to become peer tutors in the CLE lab. Likewise, PSJA Southwest Early College High School students are able to take advantage of any additional support services offered through our IHE partner.

Please indicate how the ECHS will provide social and emotional support to the students.

PSJA Southwest ECHS and South Texas College provide students with social, emotional and academic intervention support services and resources to maintain students' motivation to achieve. The PSJA Southwest ECHS counseling program is designed to support a deeper responsibility of post-secondary and personal counseling and advising. PSJA Southwest ECHS counselors attend various workshops and trainings throughout the year covering numerous topics from college academic advising to social-emotional development topics intended to improve school climate. Counselors utilize a school-wide approach, with a district developed guidance curriculum, to systematically assist students to develop the skills they need to enhance their personal, social and emotional, educational, and college and career development. The guidance curriculum is implemented through an advisory period so that all students are connected to a teacher-mentor that provides guidance, assistance, and support while collaborating with campus administration and counselors in order to meet students' needs.

PSJA ISD and South Texas College have a large network of organizations that support and assist our students and their families such as PSJA Health Center – Doctors Hospital at Renaissance, Tropical Texas Behavioral Health Services, Boys & Girls Club, Police Department, Child Welfare, Food Bank, Salvation Army.

PSJA Southwest ECHS works closely with PSJA ISD's Parental Engagement Program to significantly increase the number of parents engaged in their child's education. In addition, an on-site Parental Engagement Center, led by our Parent Educator, is available for parents to connect and share ideas to help parents continue to be knowledgeable and supportive of their child's education and well-being. Several outreach strategies such as social media, brochures, call-messenger, local media outlets, and our district television channel are utilized to keep parents involved and aware of the many opportunities available to them and their children.

In collaboration with South Texas College, PSJA ISD's Parental Engagement Program, and external social services to fully implement a social and emotional support system to meet all PSJA Southwest ECHS needs.

For this benchmark, indicate the level at which your ECHS campus will operate in the 2017-2018 school year. Use the ECHS Blueprint as a guide.

STATUS: Exemplar

Please provide a brief description of how your ECHS program meets the criteria for Exemplar recognition for this benchmark. (300 word maximum)

PSJA Southwest ECHS demonstrates exemplar recognition in Benchmark 4 by providing the best college experience, for every student, while in high school. Every student at PSJA Southwest ECHS has the opportunity and resources to earn an associate degree or at least 60 college credit hours towards a baccalaureate degree.

To remove all barriers, we have professional staff to assist students and families with applications, financial aid, and college and career counseling. With a wealth of opportunities available to our early college students, we have the advantage of having College Transition Specialists that assist in transitioning our students to continue their post-secondary education. This is done alongside the efforts of our ECHS Director, a team of counseling academic college advisors, and financial aid officer that coordinate FAFSA nights, college nights, and college tours.

We have extended the learning beyond the classroom, which allows students to exemplify a positive connection with the surrounding community by volunteering countless hours and obtaining internships in different fields exposing them to a variety of potential career options.

In collaboration with the PSJA ISD Parental Engagement Program, PSJA Southwest ECHS works continuously to maintain strong and powerful relationships with community partners to improve student achievement and increase opportunities for families to remain actively engaged in their child's learning.

We have designed our school culture to incorporate the required curriculum and support systems necessary to accomplish having all students College Ready, college Connected, and College Complete.

Part 4: Supporting Documents

Verify the Academy has the most current versions of each required attachments on file at the campus by checking the boxes below. If a required attachment doesn't cover the 2017-2018 school year, a version covering the 2016-2017 school year must be included in this application.

Memorandum of Understanding with Institution of Higher Learning (MUST COVER 2017-2018 School Year): The ECHS must have a current, signed MOU that defines the partnership between the school districts and the IHE by the start of the 2017 school year.

| Attached | Status | Expected Date for Final (if draft) |
|--|--------|------------------------------------|
| View Uploaded Document | Draft | 03/31/2017 |

ECHS recruitment and enrolment documents: Written policies, application and evaluation documents, etc.

| Attached | Status | Expected Date for Final (if draft) |
|--|--------|------------------------------------|
| View Uploaded Document | Final | N/A |

Other Supporting Document: The ECHS may upload one additional supporting document.

| Attached | Status | Expected Date for Final (if draft) |
|--|-----------|------------------------------------|
| View Uploaded Document | Submitted | N/A |